ഭാവപൂർവ്വമായ മനഃസ്ഥിതി എന്റെ ഉപക്ഷേപത്തിനുണ്ടാകണമെന്നുള്ള അപേക്ഷയോടുകൂടി ഈ ഉപക്ഷേപത്തെ ഞാൻ പ്രസ്സു ചെയ്യുന്നു.

മിസ്റ്റർ ജോസഫ് പെട്ട. വടക്കാഞ്ചേരി മെമ്പർ പറഞ്ഞിട്ടുള്ള അഭിപ്രായം മെമ്പർ സ്വീകരിക്കുന്നുണ്ടോ?

മിസ്റ്റർ ബി. എ. പീറർ: ഒരു കൊല്ലം മുമ്പു ഇതുപോലെ ഒരു പ്രമേയം ഇവിടെ പാസാക്കിയിട്ടുണ്ട്. ഫുൾഡിയണ്ണസ് അലവൻസ് കൊടുക്കണമെന്നാണ് അന്നു പാസാക്കിട്ടുള്ളതു. അതുകൊണ്ടു അതുതന്നെ കൊടുക്കണമെന്നാണ് എന്റെ അഭിപ്രായം.

Mr. K. Narayana Menon *(Mulakunnathukavu)*: I may inform the Hon'ble Member that the previous motion was that an amount of Rs. 10 should be paid in full. Now it is 10, 12 and 14.

Cut-motion put and carried

Mr. P. V. Raphael *(Comptroller of Finance and Accounts)*: Poll, Sir.

Ayes

Mr. B. M. Peter
„ K. R. Achyutan
„ Ephraim Ouseph
„ K. T. Achyutan
„ A. V. Moothedan
„ T. A. Ramachandra Ayyar
„ T. P. Poulose
„ V. K. Bhaskara Menon
„ C. Kunhan Nambudiripad
„ C. Ittiravi Nambudiri
„ K. S. Panickar
„ Thomas Karikkacherri
„ Joseph Pettah
„ P. Narayana Menon
Mr. P. P. Devassy
„ L. M. Pylee
„ A. B. Salem
„ George Panikulam
„ A. T. Kunhippalu
„ P. Kumaran Ezhuthassan
„ T. S. Ramachandra Ayyar
„ C. K. Nayari
„ M. Krishna Menon
„ K. Narayana Menon
„ C. J. Luiz
„ N. V. Subrayan Chettiyar
„ K. Kunhirama Menon

Noes

Rama Varmha Tampuran
Mr. B. V. K. Menon
„ C. J. Mathew
„ P. V. Raphael
„ V. K. Aravindaksh Menon
„ A. Madhava Prabhu
Mr. M. Sivarama Menon
„ S. Venkiteswaran
„ Khan Sahib Muhammad Habibuddin Siddhiki Sahib Bahadur
Rao Sahib M. M. Paul
Mr. P. Sankaran Nambiar

27 for and 11 against.

The motion is carried

CUT MOTION NO. 10.

Secondary Education-handing over to private agencies

Mr. P. Kumaran Ezhuthassan *(Vadakkancheri)*: Mr. President, I move that the allotment of Rs. 31,59,315 for education total be reduced by Re. 1 *to urge on the Government to hand over the conduct of secondary education as far as possible to private agency.* The Hon'ble Member for education had in his opening remarks made an observation that the policy of the Government that as far as possible as regards secondary education is concerned is to hand them over to private agency. What I seek by this cut is that the accepted policy of the Government may be accellerated and a large number of Government Schools may be handed over to private agencies wherever they are coming forward to take them up. That is a great advantage to the Government also. In the cost of running a secondary school by the Sirkar and the cost of aiding according to the provisions of the code private owned secondary schools the difference is large as far as the cost is concerned. So much so that if an attempt at the introduction of the compulsory primary education is ever attempted to be opposed by anybody on the ground of finance this will be the best method, of finding funds for such a move in the right direction Which alone will make literacy universal in the State. The real object of the cut is to reach that position of finding necessary funds for the Government to make primary education more important. The administration report will clearly show that during the last year there had been a fall in the number of attendance in the primary schools. There is some attempted explanation made in the administration report which is not relevant or acceptable. My submission therefore is that Government may be pleased to accelerate the policy which they have accepted.

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Mr. Joseph Pettah *(Adur):* I have very great pleasure to support this motion, which is quite in accordance with the remarks I had the privilege of offering in my budget speech on education. There is perhaps a mistaken motion in certain quarters that education is primarily the duty of the State. Now, by primary duty of the state we mean to say that it is one of the primary functions of the State. Government has a duty to provide facilities for education and that is one of the primary functions. At the same time I say that Government funds for this purpose are not unlimited. If you put together the two premises the conclusion logically follows. The two premises are that it is one of the primary duties of the State to provide facilities for education. Secondly the funds at the disposal of the Government for that purpose are not unlimited. The conclusion logically follows that the limited funds should be used more economically. So that it may be made to go the longest way. Now, which is the most economical way of using the limited Government funds on this behalf? If we could find an agency which would undertake education without detriment to efficiency, without sacrificing standards and provides the right sort of education which the Government thinks fit and proper and at the same time an agency which would lead to the economisation of Government funds what argument what consideration should stand in the way of accepting that agency, is the question I put to the Government. Now my second point is that these conditions are satisfied by the private agency now. That the private agency is more economical to the Government than direct management by the State has been proved or is not at all a disputed point. It is admitted by the Government themselves. Then let us see as to the quality of the work done. Facts and figures bear eloquent testimony. Take the School final results for the last so many years. This year's result, or last years result, in all these cases it is found that the average for the private management is higher than that for the Government Schools. Again in the field of sports anybody who has eyes to see can very well bear testimony to the fact that in the field of sports also private secondary schools stand much head of the Government institution. Then again in such other activities as scouting and other things and also in the point of discipline and also various cultural developments, especially in the matter of female education you will find that the quality of education provided by the private agency compares very favourably with the education supplied by the directly manged Sirkar schools. Then again look at another aspect of it. Government must see that that sort of education which is condusive to correct citizenship is provided and that correct standards are maintained both for the sirkar schools and the private institutions. The Government has prescribed the same syllabus the standards of examination, the same tests same conditions of promotions, in fact everything is the same. And there is the inspection of the private schools also by the Government officers. So what the Government wants is a correct standard of education proper regard being had to proper citizenship that sort of education is provided by private agency. What should therefore stand in the way of Government entrusting private agency with secondary education. I cannot understand. It is much more economical and it is the right sort. In that way there would be greater spread of education in the country, as the Hon'ble Mover himself has pointed out. If this policy is adopted by the Government, education will be spread over the country, with the same amount. We have to spend Government funds in other ways including noon feeding of children which takes a large slice of money. There is greater necessity that we should economise Government funds. This is one of the best methods of economising funds. I should suggest that Government ought from all points of view to welcome the suggestion and accept the proposal even as their own, and try to implement it as early as possible.

Mr. A. V. Moothedan *(Chalakkudi):* I wish to add to what has already been stated so vehemently by the previous speakers. Only one or two points I wish to say. One reason that private agencies should be encouraged to start more schools is there will be more personal contact between the teacher and the taught in a private school than in a Sirkar school. In the Sirkar schools, teachers do not know the students and the students do not know the teachers. For instance in our own Chalakkudi High School they told me that 9 times teachers were transferred in fourth form. If that is so how can there be personal touch, and how much interest they will take. In the case of education in private schools teachers will move freely and come to close quarters. In former days there was Gurukulavasam I do not kuow what it is? It was better than the present system of education. The present system is more mechanical and more technical. Pupils cram things in olden days. When we meet our Professor how much respect we used to have. We used to say 'Good morning' even now when I see our Principal. At present students care a twopence for the teachers. They forget their teacher. They do not know who is their teacher I may be a conservative man, but it is better that there is contact between the teacher and the taught. Then my suggestion is in each taluk one Sirkar

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school is necessary. That Sirkar school may be conducted as a model to private agencies. The other schools may be handed over to private agencies. I do not think it will do harm. I think there are various samajams,-Araya samajam, Nayar samajam and S. N. D. P. They are willing to take up schools. More secondary education is necessary. I do not think that university education is necessary but secondary education is necessary for a man to earn his livelihood to build up his career and for the progress of the State. Regarding university education opinions differ. Sirkar schools can be easily handed over to private agency. Schools were built out of subscription. They collected thousand rupees or 10 thousand rupees and built a building and handed it to Government. They are willing to take it back if the Government is willing. We all subscribed to the Chalakkudi High School. Then there is Narakkal High School. The Church authorities are willing to take it. Similarily there will be some private schools ready to be handed over to Sirkar. This is a proposition which requires the careful consideration of the Government.

Mr. C. V. Iyyu *(Kunnamkulam):* I oppose the motion. I do not request the Government to start more high schools but there ought to be a sufficient number of high schools to show as good models and standardisation of secondary education. Even till recently the policy of the Government had been to take in management of even private schools to Government management. The taking over of the Managayil school, the Velur school, etc., are examples. If there are well conducted secondary schools, the managements of such secondary schools are even now prepared to surrender their school, buildings and equipments together to the Government.

Mr. Joseph Pettah *(Adoor):* In the instance mentioned the private management could not carry on the school. Hence they requested the Government to take up the management.

Mr. C. V. Iyyu *(Kunnamkulam):* Even in such cases. That is what I say.

Mr. P. Kumaran Ezhuthassan *(Vadakkancheri):* Who ever stands in the way ?

Mr. C. V. Iyyu *(Kunnamkulam):* Well conducted Government schools ought not to be handed over to private management. Government will be doing a great injustice to the people from whom they collect taxes. Even under ordinary circumstances, I do not mean extraordinary circumstances, when the prices of articles come to the old prewar level the management schools will not be in a position to pay as much to the teachers or give as much equipment to the teachers and to the schools. As the Government will be prepared to give because the policy of the Government was to take over secondary education to be part of their work for the last 20 years. Educational advancement in the matter of higher education in our State depends greatly on that policy, so that the policy which has been found out to be successful should always be continued by the Government. There are certain places like Narakkal or Mulanthuruthi where the Government has received the free use of buildings belonging to private management from charitable institutions such as churches. These school buildings were constructed by such institutions for the purpose of education and handed over to the Government to conduct schools, because those institutions were not then sufficiently rich as to run or rather to meet the current expenses. In such cases if the Government is convinced that these institutions will provide suitably for the teachers who work there, in such exceptional cases it may be done but the opinion of the local public ought to be taken into consideration. Government schools will be cosmopolitan and all castes and communities will be equally considered by the Government. There are certain institutions, in the management of which some people in that particular locality may not have much confidence. They may not be able to make their voice heard by the Government. In all such cases the policy of the Government ought to be to see that justice is done to all classes of people or at any rate to have Government schools run by the Government and to continue like that. As far as possible, Government should not of their own initiative or responsibility open new schools. Hence I oppose this motion.

Mr. T. P. Poulose *(Kanayannur):* Sir, this is apparently a good suggestion. It has the advantage of making education cheaper, since the grants the Government will have to pay to aided schools will be much less than the expenditure they have to incur for conducting schools under their own direct management. As far as the question of efficiency of teaching is concerned, as the Hon'ble Member for Adoor pointed out, aided schools compare very favourably with Government schools. The results of Public Examinations bear testimony to the efficiency of teaching in aided schools. A permanent staff taking great interest in the good name and progress of an institution will be able to turn out much better work than teachers who are transferred constantly from institution to institution. But one difficulty appears to me and that is a sort of practical difficulty. The Hon'ble mover has not made any suggestion as to what should be done with the teachers who are in Government service if all the Government schools are to be handed over to private management. There are a large number of teachers employed in Government schools

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and if a number of schools is transferred to private agency what is to be done with these teachers? Is it the suggestion that these teachers should be provided elsewhere in Government service or they should be transferred to the management ?

Mr. Joseph Pettah *(Adur):* The explanation is that these schools will not be transferred to private agency all at once. They will be transferred gradually and then the teachers of such schools will have the option of being absorbed in Government service or being transferred to private agency. If they choose to be absorbed in service they will be absorbed as vacancies arise.

Mr. T. P. Poulose *(Kanayannur):* I understand the suggestion. The chances are that the teachers will exercise there opion to remain in Government service. So it follows that before giving effect to any demand by any private agency for the transfer of the management of a particular school Government should have suitable places to provide for the teachers working in that school. It is not enough if private agencies are coming forward to take up schools under their management. There should also be suitable places for the teachers. Government connot keep paying a large number of hands without proiding any work for them. There should be suitable vacancies in other departments of Government service or in other schools wherein they could be provided. This was one practical difficulty which occurred to my mind and I request the Hon'ble Mover to clear the difficulty.

മിസ്റ്റർ കെ. എസ്സ്. പണിക്കർ: ഞാൻ ചില പ്രത്യേക കാരണങ്ങളാൽ ഈ ഉപക്ഷേപത്തെ എതിർക്കുന്നു. ഗവണ്മെണ്ടു് സ്കൂളുകൾ പ്രൈവെറ്റു് മാനേജുമെണ്ടിലേക്കു വിട്ടുകൊടുക്കുമ്പോൾ ഗവണ്മെണ്ടിനു് അധ്യാപകരുണ്ടാകുമെന്നുള്ളതു് ഒരുപക്ഷെ പരമാർത്ഥമായിരിക്കാം. അതു പരമാർത്ഥവുമാണു്. എഫിഷ്യൻസി സർക്കാർ സ്കൂളുകളിലും ഉണ്ടു്, ഗ്രാൻറു് സ്കൂളുകളിലും ഉണ്ടു്. ചില ഗ്രാൻറു് സ്കൂളുകൾ വളരെ മോശമായ നിലയിലും നടക്കുന്നുണ്ടു്. അതുകൊണ്ടു് ആ ഒരു കാരണം പറയുന്നതു് മുഴുവനും ശരിയല്ല. അധികഭാഗവും ഗ്രാൻറു് സ്കൂൾ ഭരണം നന്നായിരിക്കാം. പക്ഷെ ഞാൻ കാണുന്നതു് അതൊന്നുമല്ല. സർക്കാർ സ്കൂളുകൾ പ്രൈവെറ്റു മാനേജുമെണ്ടിലേക്കു വിട്ടുകൊടുത്താൽ അതിലെ അദ്ധ്യാപകന്മാർക്കെല്ലാം ഗവണ്മെണ്ടു സർവ്വീസിലുള്ള മറ്റു വകുപ്പുകളിലേക്കോ, വിദ്യാഭ്യാസവകുപ്പിൽ തന്നേയോ സ്റ്റാഫു് സെലക്ഷൻ ബോർഡിൽനിന്നു നിയമനം കിട്ടാതെവരും. അവശ സമുദായങ്ങളിൽപെട്ടവർക്കു് സ്റ്റാഫു് സെലക്ഷൻ ബോർഡ് തൃപ്തികരണത്തിനുശേഷമാണു് ഒരുവിധം അപ്പോയിൻറുമെൻറുകൾ കിട്ടുവാൻ ഇടയായതു്. ആ ഒരു കായ്ത്തിനു ദോഷമായിരിക്കും പ്രൈവെറ്റു മാനേജുമെണ്ടിലേക്കു് സർക്കാർ സ്കൂളുകൾ വിട്ടുകൊടുക്കുന്നതുകൊണ്ടുണ്ടാകുന്നതു്. പ്രൈവെറ്റു് എജൻസികൾക്കു് സർക്കാർ സ്കൂളുകൾ വിട്ടുകൊടുക്കുമ്പോൾ, അതിലെ അദ്ധ്യാപകന്മാരേയെല്ലാം നിലത്തേണ്ടിവരുമ്പോൾ പേഷ്യൻസോടുകൂടി ഉദ്യോഗനിയമനങ്ങൾ നടത്തുവാൻ പ്രയാസമായിരിക്കും. പ്രധാനമായി അവശ സമുദായങ്ങളുടെ ഉദ്യോഗനിയമനകാര്യങ്ങളിൽ ഇതുമൂലം ദോഷംവന്നുചേരുവാൻ ഇടയുള്ളതുകൊണ്ടു് ഞാൻ ഈ ഉപക്ഷേപത്തെ എതിർക്കുന്നു.

Mr. George Panikulam *(Irinjalakkuda):* I Support this motion whole heartedly. The difficulty pointed out by the Hon'ble Member for Tripunithura is not very serious. It was never the policy of the Government to transfer all the available institutions together and to send out the permanent hands aflat to wait at the doors of the Staff Selection Board. Generally one institution will be taken at one time and the permanent hands there would be absorbed. Every year a new set of teachers will have to be recruited for new schools and new divisions opened. The Education Department is developing from day to day. So one institution may anyhow be annually handed over to private agency and there will be enough scope to provide for the permanent hands of such institution. There is no fvundation for the fear that they will be thrown overboard. The proposal is very salutary because the Government can save the enormous expenditure of running Sirkar institution. At the same time it is run at a very cheap rate by a private agency and as pointed out by previous speakers, the efficiency in education is better secured in private schools. So far as the Sirkar school are concerned it is a well known fact that, after the re-opening of schools usually there will be a period of change by transfer among teacher's for one or two months. Study is considerably dislocated thereby, That is the reason why in the percentage of results, private institutions fare better. It is difficult also for the Head of the Department to have a permanent staff kept throughout the year in sirkar schools when there will be many hands sent up for training and under orders of transfer. These formalities will take one or two months and necessarily there will be dislocation in the teaching. There is no such thing in aided schools. There the same staff continue from year to year. They become automatically specialised in teaching in their respective classes. That is the reason why there is such difference in the scape of the work turned out in the aided schools and in the Sirkar schools. With these words I support the motion.

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Mr. K. T. Achyuthan *(Ezhuvas Talapalli)*: The idea that secondary education should be in the hands of private agencies is welcome. I think it has not been established that if secendary education is entrusted to private agency the working of that particular system may be to the advantage of all communities together. Certain communities will suffer seriously. Very strict supervision should be had otherwise the standard will go down. Education will suffer. Moreover the important point which I consider is that if secondary education is handed over to private agency there may be certain communities which may have a larger number of these high schools. All the posts of the teachers of these schools will be filled up from that community only. Therefore Secondary teachers will be mainly from a major community so that the other communities will be devoid of any appointment. If Government will not consider this aspect I t hink it will do much harm than good. As regards the point that school with teachers should be handed over to private agency even now there is a grievance as regards primary schools. Certain managers may not be giving the whole grant that has been given by the Government. In order to avoid all these complaints, formerly these points were scrutinised and Government came to the conclusion that this policy may not be adopted. I therefore oppose the motion.

മിസ്റ്റർ പി. നാരായണമേനോൻ: ഞാൻ ഈ ഉപക്ഷേപത്തെ അനുകൂലിക്കുന്നു. പല സമുദായങ്ങളും പല ജാതികളും പല മതക്കാരും ഉള്ള ഒരു രാജ്യത്തു് സെക്കണ്ടറി വിദ്യാഭ്യാസം നാട്ടുകാക്കു് വിട്ടുകൊടുക്കുകയാണെന്നുണ്ടെങ്കിൽ, ഇതിനുമുമ്പു് ബഹുമാനപ്പെട്ട മെമ്പർ അഭിപ്രായപ്പെട്ടതുപോലെ ചിലചില സമുദായങ്ങൾക്കു് ചിലചില കഷ്ടതകൾ സംഭവിച്ചേക്കുമെന്നു് വിചാരിക്കുന്നതിൽ ന്യായമുണ്ടു്. എന്നാൽ അങ്ങിനെയുള്ള ഭയത്തിനു പരിഹാരമുണ്ടാക്കുവാൻ എളുപ്പമായിട്ടുള്ള ചില മാർഗ്ഗങ്ങളുണ്ടു്. സെക്കണ്ടറി വിദ്യാഭ്യാസം മാത്രമേ നാട്ടുകാക്കു് വിട്ടുകൊടുക്കണമെന്നു് ഈ ഉപക്ഷേപത്തിൽ ആവശ്യപ്പെട്ടിട്ടുള്ളൂ. ടെയിനിംഡ് സ്റ്റാഫ് ഗവൺമെണ്ടുതന്നെയാണു മേലിലും നടത്തിക്കൊണ്ടുപോകുക. ടെയിനിംഡ് കഴിഞ്ഞ ആളുകളെ മാത്രം അദ്ധ്യാപകന്മാരായി നിയമിക്കുക; ടെയിനിംഗിനു് കാസ്റ്റവാരോ, താലൂക്കുവാരോ, വാർഡുവാരോ ആയിട്ടു് ആളുകളെ തിരഞ്ഞെടുക്കുക, അങ്ങിനെയൊരു തീരുമാനവുംകൂടി ഉണ്ടായിരുന്നാൽ സാമുദായികമായിട്ടുണ്ടാകുന്ന കഴപ്പങ്ങൾക്കു് അതൊരു പരിഹാരമായിത്തീരും. അതുപോലെതന്നെ കൂടെക്കൂടി കോസ്മോപോളിട്ടനായിരിക്കും ഗവൺമെണ്ടു നടത്തുന്ന സ്കൂളുകൾ എന്നു് ഒരു അഭിപ്രായം പറഞ്ഞതു് മുഴുവൻ ശരിയാണെന്നു് തോന്നുന്നില്ല. സ്റ്റാഫ് കോസ്മോപോളിട്ടനായാൽ വിദ്യാഭ്യാസവും കോസ്മോപോളിട്ടനാണു്. ടെയിനിംഗിനു് ആളുകളെ കാസ്റ്റവാർ നിയമമനുസരിച്ചു് തിരഞ്ഞെടുക്കുകയാണെങ്കിൽ സ്റ്റാഫ് എപ്പോഴും കോസ്മോപോളിട്ടനായിരിക്കണം. ഇങ്ങിനെ അപൂർവ്വം ചില നിയമനങ്ങൾ ഉണ്ടെങ്കിൽതന്നെ നാട്ടുകാർ നടത്തുന്ന സ്കൂളുകളാണെന്നു വരുമ്പോൾ അതിൽ നാട്ടുകാക്കുള്ള അഭിമാനം ഒന്നു വേറെതന്നെയാണു്. മാത്രമല്ല, അതിനു് മേൽ പറഞ്ഞ ഗുണങ്ങളുണ്ടെന്നുള്ളതു് ഒരിക്കലും വിസ്മരിക്കത്തക്കതല്ല. ഞാൻ ഒരു വിദ്യാർത്ഥിയായിരുന്നകാലത്തു് എനിക്കനുഭവമുള്ള ഒരു സംഗതിയാണു്. മാസംതോറുമല്ല ചിലപ്പോൾ മണിക്കൂർതോറും അദ്ധ്യാപകന്മാർ മാറിക്കൊണ്ടിരുന്ന ഏർപ്പാടു് ചില വിദ്യാലയങ്ങളിലുണ്ടായിരുന്നു. ഇപ്പോഴും അതു നടന്നുകൊണ്ടിരിക്കുന്നു. നാട്ടുകാർ നടത്തുന്ന സ്കൂളുകളാണെങ്കിൽ അദ്ധ്യാപകന്മാരും നാട്ടുകാർതന്നെയായിരിക്കും. അവക്കു് ഇങ്ങിനെയുള്ള മാറ്റങ്ങളും ഉണ്ടാകയില്ല. അദ്ധ്യാപകന്മാരും അദ്ധ്യേതാക്കളും തമ്മിൽ കൂടുതൽ അടുപ്പവും സൌഹാർദ്ദവും ഉണ്ടായിരിക്കുമെന്നുള്ളതും ഒരിക്കലും വിസ്മരിക്കത്തക്കതല്ല. അതുകൊണ്ടു് നിവൃത്തിയുള്ളിടത്തോളം വേഗത്തിൽ സെക്കണ്ടറി വിദ്യാഭ്യാസം നാട്ടുകാക്കു് വിട്ടുകൊടുക്കുന്നതായിരിക്കും നല്ലതെന്നുള്ള അഭിപ്രായത്തോടുകൂടി ഞാൻ പരിപൂർണ്ണമായിട്ടു യോജിക്കുന്നു.

Mr. P. Sankaran Nambiar *(Director of Public Instruction)*: As I said in my budget speech this morning it has been the practice of the department to enourage secondary education by private agency as far as possible consistently with the best interests of education. It was with great pleasure and profit that I listened to the various aspects of the question that have been brought to light in the course of the discussion and I shall be very glad to place all these facts before the Code Revision Committee which is now devoting its earnest attention to this most important question. If the mover of the cut motion will be satisfied with that, then I would suggest that he may withdraw this motion. May I know what is the attitude of the mover of the resolution ?

Mr. P. Kumaran Ezhuthassan *(Vadakkancheri)*: I would like to hear the Government Member.

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Mr. P. Sankaran Nambiar *(Director of Public Instruction):* I would prefer to have the question fully discussed by the Code Revision Committee of which the Hon'ble Member himself is one of the members.

Mr. P. Kumaran Ezhuthasan *(Vadakkancheri) :* As pointed out by the Hon'ble Member for Education it is a matter which is engaging the attention of the Code Revision Committee. The various aspects are already in the draft code. As promised by the Hon'ble Member if the Director of Public Instruction will be plessed to place the trend of the discussion here and his own views in the matter before the Code Revision Committee and thus give an opportunity for the Code Revision Committee to consider their aspects I do not for the time being press my motion and I withdraw.

Cut motion, by leave withdrawn.

CUT MOTION No. 11

Furniture supplied to Educational Institutions

Mr. T. S. Ramachandra Ayyar *(Chittur-Tattamangalam):* I rise to move the following cut motion. "To reduce the allotment of Rs. 31,59,315 for Education by Rs. 2". *This is to bring to the notice of the Government the extremely inferior quality of the furniture supplied to educational institutions and inadequacy of furniture in some schools.* The object of this cut motion is almost self evident. No great principle is involved therein. But the fact remains that the kind of furniture supplied to the schools of late reveals a scandalous state of affairs in the management of such things in the Education Department. Before proceeding further I would like to know the procedure adopted in making the furniture. Do you prescribe any specific standard?

Mr. P. Sankaran Nambiar *(Director of Public Instruction):* We do.

Mr. T. S. Ramachandra Ayyar *(Chittur-Tattamangalam):* Then I am very sorry, sir, that either the standard you prescribe is very poor or that there is something wrong somewhere or some people are trying to supply rotten pieces of furniture to schools. I am not exaggerating. I am speaking with personal knowledge. The wood is of inferior quality. It is tenth rate jungle wood. They are not at all dovetailed. These pieces of furniture are supplied to the schools when it rains cats and dogs during the monsoon. The moment the monsoon is over, that is two months after the monsoon these pieces of furniture become rickety. You can thrust your head. You may go to any school. You will certainly agree with me when I say that the whole thing is very unsatisfactory, to say the least of it. It is high time that you look into the matter and put a stop to these very unsatisfactory state of affairs. The articles supplied are not at all sufficient to meet the requirements of the institutions. You may count upon the help of this House. We will be very glad to allot you any amount you require so that better types of furniture may be supplied to the schools. I commend this motion for the acceptance of the House.

Mr. P. Narayana Menon *(Trippunittura):* I second the motion.

Mr. P. Sankaran Nambiar *(Director of Pubilc Instruction):* Complaints of this nature have not been taken to my notice till now. If I had received any such complaints I would certainly have conducted an investigatien into the matter and given you a fairly satisfactory reply. No doubt I am aware of the fact that people are trying to make Rs. 10 go as far as Rs. 20 because ever so many divisions and classes had to be opened this year, and the articles of furniture had to be multiplied, and at the same time we had to manage the whole thing with the budget allotment. But I assure the Hon'ble Member that the quality of the furniture will be improved.

Mr. T. S. Ramachandra Ayyar *(Chittur-Tattamangalam):* You can bring a demand for supplementary grant.

Mr. P. Sankaran Nambiar *(Director of Public Instruction):* I would assure the Hon'ble Member that every endeavour will be made to improve the quality of the furniture in 1120.

Mr. George Panikulam *(Irinjalakkuda):* You may specify the kind of timber so that inferior wood may not be used.

Mr. T. S. Ramachandra Ayyar *(Chittur-Tattamangalam):* For the information of the Hon'ble Member for Education I may add that in some schools, in old institutions certain pieces of furniture made of blackwood not rosewood, made at the time of Sealy, they are called Sealy benches, they are very strong and they are sturdy and substantial. You cannot make them rickety. Simply follow his footsteps. I do not want to waste the time of the House. I only want the Hon'ble Member for Education to carry out the promise he has made in this House in this matter. I beg leave of the House to withdraw with one request to the Government that furniture should be made with teak and teak only. We have got plenty of teak wood timber in the Forests.

Cut motion, by leave withdrawn

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